

# Peace

## Lesson 4: Conversation in the Round

### Focus Questions

How did people voice their opposition to the Vietnam War in 1968?

Who was to blame for the violence that broke out in Chicago in August 1968?

Is violence for a political cause ever justified?

### Core Understandings

Students will understand why opposing political and social forces clashed in the streets of Chicago in 1968. They will make connections between events in the 1960s and events in their own lifetime.

### Knowledge

Students will know that many young people in Chicago and the nation were opposed the Vietnam War. They will know why some people justified violent action and why others opposed it.

### Skills

Students will use their analytical and language arts skills to summarize their positions and formulate questions for personal and collective inquiry. Students will develop historical empathy and learn to discern fact from fiction. They will use their writing skills to summarize their interpretations.

### Common Core ELA Standards

CCSS.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.R.8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### ISBE Social Science Standards

Goal 15: Understand economic systems, with an emphasis on the US.

Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the US, and other nations.

Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the US.

Goal 18: Understand social systems, with an emphasis on the US.

### In This Lesson

Through a group discussion, students will be challenged to evaluate the events of 1968 and their own personal views about demonstrating for a political cause. They will formulate and support their opinions, both verbally and in writing. The story element of dramatic tension is addressed. This lesson was researched and written by Diane Shalda.



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## Activity

If possible have students arrange their chairs in a circle. Lead a class discussion about the various viewpoints of the story characters, as identified in the Lesson 2 historical head activity. On the board or on butcher-block paper, list the real historical players —the Yippies, MOBE, the Chicago Police Department, and Mayor Daley—involvement in 1968 protest and their attitudes toward violence.

Conduct a conversation in the round on the events of 1968. The following critical-thinking questions can be used as prompts:

- 1) Julia believes that if everyone made the decision to be peaceful, then things could really change. Do you agree? Why or why not?
- 2) What would you have done if you were faced with the same decision as Julia? Would you go to Grant Park to join the rally? Would you continue to advocate for peaceful, nonviolent change after your experience that day? Why?
- 3) What political issues concern your local area and the nation today? What rallies or protests have you seen on the news or read about in newspapers? Do you think this kind of activism is effective? Why or why not?
- 4) Can young people make a difference in today's politics? Why or why not? What issues move you to become involved? How far would you go to stand up for what you believe?

Printouts of these questions can be downloaded from the Great Chicago Stories website.  
<http://www.chicagohistory.org/greatchicagostories/peace/reading.php>

### Lesson 4 Home Connection

Journaling assignment: How does social action shape the nation? After sharing in the day's discussion what is your opinion? Tell students to focus on Chicago in 1968 but also make connections to any current events that may be relevant.

## Materials & Resources

- **Printouts of the *Peace* narrative:**

[http://www.GreatChicagoStories.org/pdf/story/Peace\\_by\\_Katherine\\_San\\_Fratello.pdf](http://www.GreatChicagoStories.org/pdf/story/Peace_by_Katherine_San_Fratello.pdf)

- **Historical heads from Lesson 2** (optional)

## Instructional Notes

Encourage students to respond to each others' questions and ideas and let them facilitate their own discussion as much as possible. Encourage them to ground their answers with references to the *Peace* narrative and the artifacts they have viewed. It might be a good idea to have them come up with their own questions in advance of the discussion.

## Extension Activities

Using the posters and buttons from the *Peace* artifact image set as inspiration, have students create a poster in support of a political or social cause of their choice. For example, it could be a poster against the Iraq War or in support of the troops. Or assign students to make a persuasive anti-violence poster.